



Building students' creative characters through the Pancasila student profile strengthening project activities at SMPN 49 Palembang

Fadia Marchelliana Haryanitansyah¹, Umi Chotimah^{2*}.

Sriwijaya University Palembang

Pancasila and Citizenship Education Study Program

* Corresponding Author : Umi Chotimah^{2*}

* Corresponding Author. E-mail: umi.chotimah@unsri.ac.id^{2*}

Receive: 27/07/2025

Accepted: 01/08/2025

Published: 01/10/2025

Abstrak

This study aims to determine the effectiveness of the Pancasila Student Profile Strengthening Project in building the creative character of students at SMPN 49 Palembang. This study uses a quantitative approach with a descriptive method. The population in this study is all students of SMPN 49 Palembang with a total of 257 students with a sample of 152 people. In this study, the sample was taken using a purposive sampling technique of proportionate stratified random sampling with the basis of a theory developed by Isaac and Michael. Data collection techniques use documentation, questionnaires, and interviews. Based on data analysis and discussion, it was concluded that the effectiveness of the Pancasila Student Profile Strengthening Project in building the creative character of students at SMPN 49 Palembang was categorized as moderate. This is known based on the results of the questionnaire data, namely as many as 9 (5.95%) respondents have a relatively not good level of effectiveness, 105 (69.08%) respondents have a relatively pretty good level of effectiveness, and as many as 38 (50%) respondents have a relatively good effectiveness category.

Keywords: Effectiveness; Pancasila_Student_Profile_Strengthening_Project; Creative Character

Abstrak

Penelitian ini bertujuan untuk mengetahui efektivitas kegiatan Proyek Penguatan Profil Pelajar Pancasila dalam membangun karakter kreatif peserta didik di SMPN 49 Palembang. Penelitian ini menggunakan pendekatan kuantitatif dengan metode deskriptif. Populasi dalam penelitian ini yaitu, seluruh peserta didik SMPN 49 Palembang dengan jumlah 257 peserta didik dengan sampel berjumlah 152 orang. Dalam penelitian ini sampel yang diambil menggunakan teknik *purposive sampling* tipe *proportionate stratified random sampling* dengan dasar teori yang dikembangkan oleh Isaac dan Michael. Teknik pengumpulan data menggunakan dokumentasi, angket, dan wawancara. Berdasarkan analisis data dan pembahasan didapatkan kesimpulan bahwa efektivitas kegiatan Proyek Penguatan Profil Pelajar Pancasila dalam membangun karakter kreatif peserta didik di SMPN 49 Palembang dikategorikan sedang. Hal tersebut diketahui berdasarkan hasil data angket yaitu sebanyak 9 (5.95%) responden memiliki tingkat kategori efektivitas yang relatif tidak baik, 105 (69.08%) responden memiliki tingkat kategori efektivitas yang relatif cukup baik, dan sebanyak 38 (50%) responden memiliki kategori efektivitas yang relatif baik.

Kata Kunci: Efektivitas; Proyek_Penguatan_Profil_Pelajar_Pancasila; Karakter Kreatif

Introduction

Along with the development of science and technology (IPTEK) and the progress of the times, the curriculum has undergone slight adjustments to meet the needs of the world of education. One of the many developments that have occurred in the world of education in Indonesia is curriculum development. Humanistic theory supports the policies in the independent curriculum by prioritizing the acquisition of knowledge based on the interests of students to explore their own needs, train soft skills, train skills to face life challenges in the future and develop character (Farhana & Cholimah, 2024). Based on this, the independent curriculum is here to help meet the needs of students through project-based learning which will give the impression of learning that is much more active, flexible, and adaptive.

Character education is the main goal of educational development, one of which is the Pancasila Student Profile Strengthening Project. The Ministry of Education and Culture designed the Pancasila Student Profile Strengthening Project by focusing on students having the competencies expected by the Indonesian education system, and teaching character education to students can be instilled through school culture, intracurricular and extracurricular learning that is built into everyday life which is manifested in each individual (Nurdyansyah et al., 2022).

To strengthen the basic values of Pancasila, it is included in the Pancasila Student Profile Strengthening Project program which will produce graduates with character and competence. P5 is formulated as a lifelong learner who is competent, has character, and behaves according to the values of Pancasila. P5 has six basic competencies formulated as key dimensions, the six dimensions are interrelated in realizing a complete Pancasila Student Profile. The six dimensions are: 1). Faith, devotion to God Almighty, 2). Independent, 3). Critical

thinking, 4). Creative, 5). Mutual cooperation, 6). Global diversity (Rizky Satria et al., 2022)

P5 is a cross-disciplinary learning that is developed to observe and think of solutions to problems in the surrounding environment (Irawati et al., 2022). Indonesian students are creative students, who must be able to produce original, meaningful, useful, and impactful work not only for themselves but also for others and the surrounding environment (Irawati et al., 2022). Creativity is a process where a person will become more sensitive to problems, deficiencies, and gaps in knowledge, according to Torrance (1977) quoted in (Situmorang et al., 2020) a creative person will be able to solve a problem and produce a product or something new regularly.

The digital era is a developing and complex world. The digital environment is developing rapidly, and learners need not only knowledge but also skills (Lilihata et al., 2023). Creativity will help overcome problems and difficulties that require active abilities and effective and imaginative ways to solve a problem. Student creativity is characterized by increased creativity in generating relatively new ideas such as solving a problem more flexibly. Creativity can occur in the school environment or outside of school.

Education plays an important role in improving the profile of creative Pancasila students, in each school students have different levels of creativity, teachers and schools must be able to create a learning environment that supports the development of student creativity. Intelligent students usually have a high level of creativity, although there are students whose intelligence is ordinary but have high creativity (Mulyati, 2019). The character of creativity in students in fact there are still many schools whose students are still confused about starting to make products in P5 (Mavela & Satria, 2023)

Previous research on P5 in building creative character of students conducted by (Indriani et al., 2023) "Implementation of the Pancasila Student Profile Strengthening Project in Forming Student Profiles as Pancasila Students at SMPN 1 Serang City". The results of the study showed that the implementation of the Pancasila Student Profile Strengthening Project (P5) went well and appropriately.

In addition to the above research, research on P5 in building creative character conducted by (Azlea Mayasya Aziz et al., 2024) with a journal entitled "Effectiveness of P5 Activities in Increasing Creativity of Class VIII Students at SMPN 281 Jakarta". The results of this study indicate that P5 activities at SMPN 281 Jakarta are very effective in increasing the creativity of students in class VIII with an effectiveness level reaching 92%. P5 activities have succeeded in increasing students' abilities in generating new ideas, seeing problems from various perspectives, finding alternative solutions, and the courage to face difficult tasks.

Previous research on P5 in building creative character conducted by (Lilihata et al., 2023) with a journal entitled "Strengthening the Profile of Pancasila Students in Creative Dimensions and Critical Reasoning in the Digital Era". The results of this study indicate that strengthening the profile of Pancasila students has a positive effect on improving students' self-image, especially in the digital era when creative and critical thinking are developed optimally, through a more flexible approach.

Based on the explanation from the previous preliminary study, the researcher is interested in knowing more about the Pancasila Student Profile Strengthening Project activities in building the creative character of students at SMPN 49 Palembang with the research title "Effectiveness of Pancasila Student Profile Strengthening Project Activities in

Building the Creative Character of Students at SMPN 49 Palembang

Research Methodology

The quantitative approach with descriptive methods is very suitable for use in this study because it can help researchers achieve their goals. This study specifically focuses on aspects of urgency, content, objectives and implementation in accordance with the objectives of descriptive research, namely explaining the phenomena of a population factually and accurately. In a study there must be variables. In the research conducted by researchers, that the variables in this study are single variables, Population and Sample. If someone wants to research the elements in a research area, then the study requires a population. Sugiyono (2018: 126)

In this study, the population is grade VII students who have implemented the independent curriculum in the Pancasila Student Profile Strengthening Project, totaling 256 people. So the researcher used a sample whose conclusions can be applied to a representative population. To conduct sampling in this study, a sampling technique is needed. Purposive Sampling. Data collection techniques to obtain data in a study, there are various ways that can be done, including: documentation, observation, tests, interviews, questionnaires, document analysis, or a combination of these methods.

Discussion

This research has been conducted in the environment of SMP Negeri 49 Palembang. The population in this study has 256 students, then the sample of this study amounted to 152 students, which consisted of classes VII.1 - VII.8. The sample was obtained using a purposive sampling technique with a disproportionate stratified random sampling type, in determining the sample size based on the model developed by Isaac and Michael with a margin of 5%.

Validity test analysis will be conducted with the help of SPSS Version 26.0 program. An instrument is declared invalid if the rcount value < rtable based on the product moment correlation test at the error level (α) = 5%. With N = 32, rtable is set at 0.349, so if rcount > rtable, the question item is declared valid.

Table 1. Results of Questionnaire Validity Test

Soal	Person Correlation (R hitung)	Limit Significance 5% (R Tabel)	Validasi Soal
Soal 1	.510	.349	Valid
Soal 2	.496	.349	Valid
Soal 3	.371	.349	Valid
Soal 4	.722	.349	Valid
Soal 5	.683	.349	Valid
Soal 6	.494	.349	Valid
Soal 7	.509	.349	Valid
Soal 8	.473	.349	Valid
Soal 9	.740	.349	Valid
Soal 10	.720	.349	Valid
Soal 11	.684	.349	Valid
Soal 12	.453	.349	Valid
Soal 13	.507	.349	Valid
Soal 14	.372	.349	Valid
Soal 15	.578	.349	Valid
Soal 16	.586	.349	Valid
Soal 17	.603	.349	Valid
Soal 18	.627	.349	Valid
Soal 19	.528	.349	Valid
Soal 20	.361	.349	Valid
Soal 21	.456	.349	Valid
Soal 22	.424	.349	Valid
Soal 23	.556	.349	Valid
Soal 24	.544	.349	Valid
Soal 25	.689	.349	Valid

Source: Processed primary data, 2025

Assessing the validity of the questionnaire items, the validity test can be done by looking at the significance value (p), which SPSS usually displays as Sig. (2-tailed). If the value is more than 0.05, then the instrument is declared invalid. Conversely, if the significance value (p) or Sig. (2-tailed) is less than 0.05, then the instrument is considered valid with an error rate (α) = 0.05. In this study, the questionnaire consisted of 25 items, and all of them have been declared valid so that they can be used as research instruments. The results of the validity test on the instruments used can be seen in the appendix.

Based on the table description of the 25 question items used in the questionnaire, the researcher can conclude that all question items are valid and prove that this instrument can be used as a questionnaire on the Effectiveness of the Pancasila Student Profile Strengthening Project Activities in Building Creative Characters of Students at SMPN 49 Palembang.

After the statement items are proven valid, the researcher then conducts a reliability test to show the accuracy and precision of the results in a questionnaire instrument measurement. The reliability test is carried out using the help of the SPSS Version 26 program. This reliability test will be described in the following table.

Table 2. Reliability Test Results

Cronbach's Alpha	N of Items
.899	25

Source: Processed Primary Data, 2025

Based on the analysis that has been done, the Chronbach's Alpha data obtained is 0.899. If the Chronbach's Alpha result > significance value, then the questionnaire is considered reliable. The sample of students in grades VII.1, VII.2, VII.3, VII.4, VII.5, VII.6, VII.7, and VII.8 at SMP Negeri 49 Palembang with a total of 152 respondents had the highest and lowest scores.

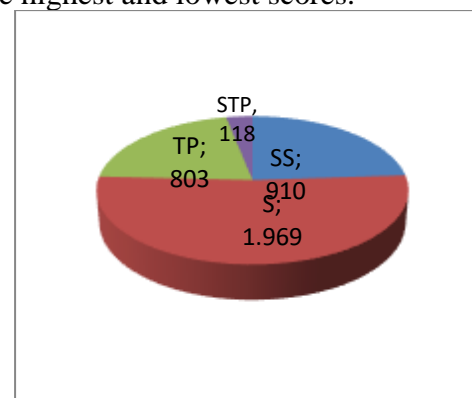


Figure 1. Recapitulation of Project Activity Effectiveness Questionnaire.

Table 3. Indicators Showing Something Uniquely

No. Item	Jawaban				Skor				Jumlah	%
	SS	S	TP	STP	SS	S	TP	STP		
1.	28	79	43	2	112	237	86	2	447	73.52
2.	49	75	27	1	196	225	54	1	476	78.29
3.	30	84	36	2	120	252	72	2	446	73.35
4.	25	89	31	7	100	267	62	7	436	71.71
5.	63	76	13	0	252	228	26	0	506	83.22
6.	48	79	22	3	192	237	44	3	476	78.29
Jumlah									2787	
Rata Rata										76.85

Source: Processed Primary Data, 2025

Based on the table, the questionnaire data was obtained regarding the effectiveness of the Pancasila Student Profile Strengthening project activities in

building the creative character of students at SMPN 49 Palembang, reviewed from the indicator of Presenting Something Uniquely, with the following results: on question item 1 the respondent's answer score was 447 (73.52%), on question item 2 it was 476 (78.29%), on question item 3 it was 446 (73.35%), on question item 4 it was 436 (71.71%), on question item 5 it was 506 (83.22%), on question item 6 it was 476 (78.29%), with an average score of 76.85%.

Table 4. Showing Something Uniquely

No .	Menampilk an Sesuatu Secara Unik	Interv al kelas	Frekuen si	Persenta se (%)
1.	Tidak Baik	13 – 16	46	30.26
2.	Cukup Baik	17 – 20	76	50
3.	Baik	21 - 24	30	19.74
Jumlah			152	100.

Source: Processed Primary Data, 2025

Based on the data, it is explained that from a total of 152 students who were samples in this study, as many as 46 respondents (30.26%) were included in the category of relatively poor effectiveness levels in presenting something uniquely. As many as 76 respondents (50%) had a relatively good level of effectiveness in stating their ability to present something uniquely, while 30 respondents (19.74%) were in the category of relatively good effectiveness levels in this regard. From this explanation, it can be concluded that most students at SMP Negeri 49 Palembang stated that the effectiveness of the Pancasila student profile strengthening project activities in building students' creative character had a relatively good level of effectiveness based on the indicator of Presenting Something Uniquely

Table 5. Indicators Showing New Ideas

No. Item	Jawaban				Skor				Jumlah	%
	SS	S	TP	STP	SS	S	TP	STP		
7.	29	66	54	3	116	198	108	3	425	69.90
8.	12	47	77	16	48	141	154	16	359	59.05
9.	46	90	12	4	184	270	24	4	482	79.27
10.	34	81	35	2	136	243	70	2	451	74.17
Jumlah									1717	
Rata Rata										72.65

Source: Processed Primary Data, 2025

Based on the table, the questionnaire data obtained from the effectiveness of the Pancasila student profile strengthening project activities in building the creative character of students at SMPN 49 Palembang is reviewed from the Displaying New Ideas indicator, obtained as follows: in question item 7, the respondent's answer score was 425 (69.90%), in question item 8, the respondent's answer score was 359 (59.05%), in question item 9, the respondent's answer score was 482 (79.27%), in question item 10, the respondent's answer score was 451 (74.17%), and the average score was 72.65%.

Table 6. Showing New Ideas

No	Menampilkan Ide Baru	Interval kelas	Frekue nsi	Persentase (%)
1.	Tidak Baik	7 – 9	21	13.81
2.	Cukup Baik	10 – 12	99	65.13
3.	Baik	13 - 16	32	21.05
Jumlah			152	100.

Source: Processed Primary Data, 2025

Based on the data, it is explained that from a total of 152 students who were samples in this study, as many as 21 respondents (13.81%) had a relatively poor level of effectiveness in presenting new ideas, 99 respondents (65.13%) had a relatively good level of effectiveness in stating that they could present new ideas, and 32 respondents (21.05%) had a relatively good level of effectiveness in stating that they could present new ideas. From this explanation, it can be concluded that most students at SMP Negeri 49 Palembang assessed the effectiveness of the Pancasila Student Profile Strengthening

project activities in building the creative character of students at SMPN 49 Palembang to be at a relatively good level of effectiveness when viewed from the Presenting New Ideas indicator.

Table 7. Indicators of Courage to Make Quick and Accurate Decisions

No. Item	Jawaban				Skor				Jumlah	%
	SS	S	TP	STP	SS	S	TP	STP		
11.	34	70	45	3	136	210	90	3	439	72.20
12.	30	87	30	5	120	261	60	5	446	73.35
13.	53	80	16	3	212	240	32	3	487	80.09
14.	22	85	38	7	88	255	76	7	426	70.06
Jumlah									1798	
Rata Rata										75.18

Source: Processed Primary Data, 2025

From the table above, questionnaire data was obtained regarding the results of the effectiveness of the Pancasila Student Profile Strengthening Project in building the creative character of students at SMPN 49 Palembang, reviewed from the indicator of Dare to Make Decisions Quickly and Accurately, with the following results: in question item 11, the respondent's answer score reached 439 (72.20%), in question item 12 it was 446 (73.35%), in question item 13 it was 487 (80.09%), in question item 14 it was 426 (70.06%), with an average score of 75.18%.

Table 8. Dare to make decisions quickly and accurately

No.	Berani Mengambil Keputusan Dengan Cepat dan Tepat	Interval kelas	Frekuensi	Persentase (%)
1.	Tidak Baik	7 – 9	12	7.89
2.	Cukup Baik	10 – 12	87	57.24
3.	Baik	13 - 16	53	34.87
Jumlah			152	100.

Source: Processed Primary Data, 2025

Based on the data explained that from a total of 152 students who were samples in this study, as many as 12 respondents (7.89%) had a relatively poor level of effectiveness in stating Dare to Make Decisions Quickly and Accurately, 87 respondents (57.24%) had a relatively good level of effectiveness in stating Dare

to Make Decisions Quickly and Accurately, and 53 respondents (34.87%) had a relatively good level of effectiveness in stating Dare to Make Decisions Quickly and Accurately. Based on this explanation, it can be concluded that most students at SMP Negeri 49 Palembang assessed the effectiveness of the Pancasila Student Profile Strengthening project activities in building the creative character of students at SMPN 49 Palembang to be at a relatively good level of effectiveness when viewed from the Dare to Make Decisions Quickly and Accurately indicator.

Table 9. Indicators of Exploiting New Opportunities

No. Item	Jawaban				Skor				Jumlah	%
	SS	S	TP	STP	SS	S	TP	STP		
15.	11	104	36	1	44	312	72	1	429	70.56
16.	37	94	16	5	148	282	32	5	467	76.81
17.	32	88	25	7	128	264	50	7	449	73.84
18.	80	57	12	3	320	171	24	3	518	85.19
19.	61	77	10	4	244	231	20	4	499	73.84
20.	14	70	63	5	56	210	126	5	397	65.29
Jumlah									2759	
Rata Rata										76.48

Source: Processed primary data, 2025

Based on the table above, the questionnaire data obtained from the effectiveness of the Pancasila student profile strengthening project activities in building the creative character of students at SMPN 49 Palembang is reviewed from the indicator of Utilizing new opportunities, obtained as follows: in question item 15, the respondent's answer score was 429 (70.56%), in question item 16, the respondent's answer score was 467 (76.81%), in question item 17, the respondent's answer score was 449 (73.84%), in question item 18, the respondent's answer score was 518 (85.19%), in question item 19, the respondent's answer score was 449 (73.84%), in question item 20, the respondent's answer score was 397 (65.29%), and the average score was 76.48%.

Table 10. Taking Advantage of New Opportunities

No.	Memfaatkan Peluang Baru	Interval kelas	Frekuensi	Persentase (%)
1.	Tidak Baik	10 – 13	6	3.95

2.	Cukup Baik	14 – 17	48	31.58
3.	Baik	18 – 23	98	64.47
Jumlah			152	100.

Source: Processed Primary Data, 2025

Based on the data presented, it is explained that from a total of 152 students who were samples in this study, as many as 6 respondents (3.95%) had a relatively poor level of effectiveness in stating that they could take advantage of new opportunities, 48 respondents (31.58%) had a relatively good level of effectiveness in stating that they could take advantage of new opportunities, and 98 respondents (64.47%) had a relatively good level of effectiveness in stating that they could take advantage of new opportunities. From this explanation, it can be concluded that most students at SMP Negeri 49 Palembang assessed the effectiveness of the Pancasila Student Profile Strengthening project activities in building the creative character of students at SMPN 49 Palembang to be at a relatively good level of effectiveness when viewed from the Utilizing New Opportunities indicator.

Table 11. Indicators Solving problems innovatively, flexibly and critically

No. Item	Jawaban				Skor				Jumlah	%
	SS	S	TP	STP	SS	S	TP	STP		
21.	33	77	36	6	132	231	72	6	441	72.53
22.	17	54	69	12	68	162	138	12	380	62.5
23.	37	94	16	5	148	282	32	5	467	76.81
24.	35	95	18	4	140	285	36	4	465	76.48
25.	50	71	23	8	200	213	46	8	467	76.81
Jumlah									2220	
Rata Rata										74.5

Source: Processed Primary Data, 2025

Based on the table above, data was obtained from the questionnaire regarding the results of the effectiveness of the Pancasila Student Profile Strengthening project activities in building the creative character of students at SMPN 49 Palembang, reviewed from the indicators of Solving Problems Innovatively, Flexibly, and Critically, with the following results: on question item 21 the respondent's answer score reached 441 (70.53%), on question item 22 it was 380 (62.5%), on question

item 23 it was 467 (76.81%), on question item 24 it was 465 (76.48%), on question item 25 it was 467 (76.81%), with an average overall score of 74.5%.

Table 12. Solving problems innovatively, flexibly and critically

No.	Menyelesaikan masalah secara inovatif, luwes, dan kritis	Interval kelas	Frekuensi	Persentase (%)
1.	Tidak Baik	8 – 11	5	3.29
2.	Cukup Baik	12 – 15	108	71.05
3.	Baik	16 - 20	40	26.32
Jumlah			152	100.

Source: Processed Primary Data, 2025

Based on the data presented, it is explained that from a total of 152 students who were samples in this study, as many as 5 respondents (3.29%) had a relatively poor level of effectiveness in stating that they could solve problems innovatively, flexibly, and critically, 108 respondents (71.05%) had a relatively good level of effectiveness in stating that they could solve problems innovatively, flexibly, and critically, and 40 respondents (26.32%) had a relatively good level of effectiveness in stating that they could solve problems innovatively, flexibly, and critically. From this explanation, it can be concluded that most students at SMP Negeri 49 Palembang assessed the effectiveness of the Pancasila Student Profile Strengthening project activities in building the creative character of students at SMPN 49 Palembang to be at a relatively good level of effectiveness when viewed from the indicators of Solving Problems Innovatively, Flexibly, and Critically.

Table 13. Effectiveness of the Pancasila Student Profile Strengthening Project activities in building the creative character of students.

No.	Efektivitas kegiatan	Interval kelas	Frekuensi	Persentase (%)
1.	Tidak Baik	50 – 63	9	5.92
2.	Cukup Baik	64 – 77	105	69.08

3.	Baik	78 - 93	38	52
Jumlah			152	100.

Source: Processed Primary Data, 2025

Based on the data presented in the Table, it is explained that from a total of 152 respondents who were samples in this study, as many as 9 respondents (5.92%) had a relatively poor level of effectiveness in the effectiveness of the Pancasila Student Profile Strengthening Project activities in building the creative character of students, 105 respondents (69.08%) had a relatively good level of effectiveness in stating the effectiveness of the Pancasila Student Profile Strengthening Project activities in building the creative character of students, and 38 respondents (25%) had a relatively good level of effectiveness in stating the effectiveness of the Pancasila Student Profile Strengthening Project activities in building the creative character of students. Based on this explanation, it can be concluded that most students at SMP Negeri 49 Palembang assessed the effectiveness of the Pancasila Student Profile Strengthening Project activities in building the creative character of students at SMPN 49 Palembang to be at a relatively good level of effectiveness.

Based on the results of the analysis of the three data collection techniques, it was concluded that the percentage achieved was 69.08%, when viewed from the score criteria guidelines according to table 4.49, which means that students at SMP Negeri 49 Palembang have a relatively "Quite Good" level of effectiveness towards the Pancasila Student Profile Strengthening Project activities in building students' creative character. Furthermore, through interviews with 3 informants at SMP Negeri 49 Palembang, they agreed or supported the data obtained from the student questionnaire.

Indicators of Showing Something Unique from all respondents who were sampled in this study amounted to 152 students, with details of 46 respondents (30.26%) having a relatively poor level of

effectiveness, 76 respondents (50%) having a relatively good level of effectiveness, and 30 respondents (19.74%) having a relatively good level of effectiveness. Creativity is a way of thinking that allows us to create new ways to convey useful ideas and concepts. This thinking acts as a result of innovation, where if there is a difference with the existing results, it will produce new added value (Mavela & Satria, 2023). The results of this study are in line with the theory put forward by Mavela & Satria (2023), because based on research data, the majority of respondents have an understanding of the indicator of showing something unique with fairly good effectiveness. Thus, this indicator can be considered effective in building the creative character of students through the Pancasila Student Profile Strengthening project activities.

The indicator of Presenting New Ideas from a total of 152 students who were sampled in this study showed that 21 respondents (13.81%) had a relatively poor level of effectiveness, 99 respondents (65.13%) had a relatively good level of effectiveness, and 32 respondents (21.05%) had a relatively good level of effectiveness. Being creative is a way of thinking that allows you to discover new things, find different ways to do things, and come up with ideas and concepts that add value. (Randi & Munawaroh, 2023). The results of the study are in line with Randi's theory (2023), because based on the data obtained, the majority of respondents already have an understanding of presenting new ideas with a moderate level of effectiveness. Thus, this indicator can be considered effective in building the creative character of students through the Pancasila Student Profile Strengthening Project activities.

Indicators of Dare to Make Quick and Accurate Decisions From a total of 152 students who were sampled in this study, it was found that 12 respondents (7.89%) had a relatively poor level of effectiveness, 87 respondents (57.24%) had a relatively good

level of effectiveness, and 53 respondents (34.87%) had a relatively good level of effectiveness. Creative students will demonstrate the ability to think flexibly in finding alternative solutions to the problems they face. They must have the skills to make choices when faced with various possibilities in solving a problem and be able to find alternative solutions if the initial approach used is unsuccessful. In addition, creative students will also be able to experiment with various options when facing various situations and conditions. (Hijran & Fauzi, 2023). The results of this study are in line with the theory of Hijran & Fauzi (2023), because based on the data obtained, the majority of respondents have an understanding of the courage to make decisions quickly and accurately at a moderate level of effectiveness. Thus, this indicator can be considered effective in building the creative character of students through the Pancasila Student Profile Strengthening Project activities.

The indicator of utilizing new opportunities based on all respondents who were sampled in this study amounted to 152 students, with details of 6 respondents (3.95%) having a relatively poor level of effectiveness, 48 respondents (31.58%) having a relatively good level of effectiveness, and 98 respondents (64.47%) having a relatively good level of effectiveness. In the P5 activity, each student is required to participate in creating several projects, students will display unique creative variations and individual advantages that are in accordance with their respective talents (Azlea Mayasya Aziz et al., 2024). The results of this study are in line with Azlea's theory (2024), because based on the data obtained, the majority of respondents already have an understanding of utilizing new opportunities with a high level of effectiveness. Thus, this indicator can be considered effective in building the creative character of students through the

Pancasila Student Profile Strengthening Project activity.

Indicators of solving problems innovatively, flexibly, and critically from all respondents who were sampled in this study amounted to 152 students, it is known that 5 respondents (3.29%) have a relatively poor level of effectiveness, 108 respondents (71.05%) have a relatively good level of effectiveness, and 40 respondents (26.32%) have a relatively good level of effectiveness. Creativity is a potential that must be possessed by every individual, creativity will help overcome many problems that require the ability to adapt to find effective ways to solve them (Pransista et al., 2024). The results of this study are in line with Pransista's theory (2024), because based on the data obtained, the majority of respondents have an understanding of solving problems innovatively, flexibly, and critically with a moderate level of effectiveness. Thus, this indicator can be considered effective in building the creative character of students through the Pancasila Student Profile Strengthening Project activities.

The index of all respondents in the research sample amounted to 152 students. 9 respondents (5.92%) had a relatively poor level of effectiveness in the effectiveness of the Pancasila Student Profile Strengthening Project in building students' creative character. Meanwhile, 105 respondents (69.08%) had a relatively good level of effectiveness in stating the effectiveness of the Pancasila Student Profile Strengthening Project in building students' creative character, and 38 respondents (25%) had a relatively good level of effectiveness in stating the effectiveness of the Pancasila Student Profile Strengthening Project in building students' creative character. Based on this explanation, it can be concluded that most students at SMP Negeri 49 Palembang assessed the effectiveness of the Pancasila Student Profile Strengthening Project in

building students' creative character at a relatively good level of effectiveness, because it was in accordance with the researcher's expectations.

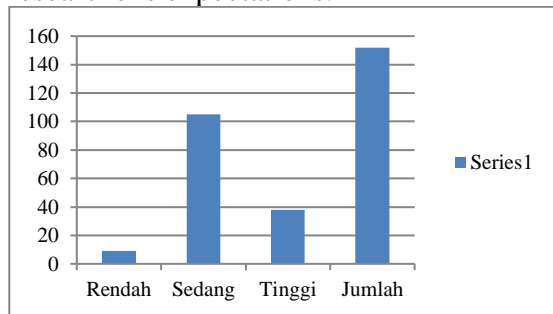


Figure 2: Recapitulation of Increasing the Effectiveness of Creative Characters

In the rapidly developing and complex digital era, students are not only required to have broad insights, but also skills and attitudes that support them in facing changes in the era. Creativity is one of the crucial abilities for students in the digital era. In a world that is constantly changing and full of challenges, creative thinking is a very valuable asset. Students need to be able to think, create new ideas, and find innovative solutions to various problems they face. (Lilihata et al., 2023). Creativity is seen as a major factor in facing future challenges. To strengthen the Profile of Creative Pancasila Students, education has a very important role. Schools and teachers must create a learning environment that supports the development of these skills.

The Pancasila Student Profile Strengthening Project (P5) emphasizes that the vision of Indonesian education is to realize an advanced, sovereign, independent, and individual Indonesia through the formation of students who have Pancasila values. The emergence of the Pancasila Student Profile was triggered by the rapid advancement of technology, changes in the environment, and perspectives on the future world of work. This shows the need for educational adaptation to the development of the times to form individuals who are resilient and in accordance with future demands.

Student creativity is demonstrated through increased ability to generate relatively new ideas, such as finding ways to solve problems, explaining things fluently, and diverting other issues flexibly. Every school has students with varying levels of creativity. Intelligent students generally have high creativity, although there are also students with average intelligence levels but still have high creativity. Therefore, student creativity and activity need to be fostered and developed in each individual through education. (Mulyati, 2019). Creativity allows people to solve complex problems in an effective and ethical way. There are many reasons why it is important to promote creative attitudes in education.

- a. Innovation and Progress Creativity is a key factor in innovation and growth in many industries. Creativity allows students to think outside the box, create innovative solutions, and develop new ideas that bring about positive change.
- b. Problem Solving Creativity helps students develop creativity and effective problem-solving skills. Students with creative personalities are good at finding unique and effective solutions.
- c. Expression Creativity allows students to express themselves in unique and authentic ways. Because they are creative, they can express their thoughts, feelings, and opinions in a variety of ways.
- d. Adaptability Creativity helps students develop the ability to adapt to changing situations and challenges. Creative students tend to be more flexible and better able to adapt to changing situations.

Creativity is not just about creating beautiful works of art or coming up with great inventions. Creativity is also reflected in other areas of life, such as solving

problems in new ways, developing new ideas to improve learning, and developing new strategies in games and communication.

Conclusion

Based on data analysis and discussion, it can be concluded that the Pancasila Student Profile Strengthening Project activities in building the creative character of students at SMPN 49 Palembang as a whole are categorized as quite effective. This can be seen through the percentage of effectiveness of the Pancasila Student Profile Strengthening Project activities in building the creative character of students, it is known that 9 (5.92%) respondents have a relatively poor level of effectiveness in the effectiveness of the Pancasila Student Profile Strengthening Project activities in building the creative character of students, 105 (69.08%) respondents have a relatively good level of effectiveness in stating the effectiveness of the Pancasila Student Profile Strengthening Project activities in building the creative character of students, and 38 (52%) respondents assess the relatively good efficiency category of the Pancasila Student Profile Strengthening Project activities in building the creative character of students.

Reference

- Azlea Mayasya Aziz, Desy Safitri, & Sujarwo. (2024). Efektivitas Kegiatan P5 dalam Meningkatkan Kreativitas Peserta Didik Kelas VIII SMPN 281 Jakarta. *JIMAD: Jurnal Ilmiah Mutiara Pendidikan*, 2(2), 46–57. <https://doi.org/10.61404/jimad.v2i2.221>
- Chotimah, U. (2018). *Revitalizing the Role of Pancasila and Civics Education as Part of Nationality Development and Character Building in Indonesia*. 174(Ice 2017), 225–229. <https://doi.org/10.2991/ice-17.2018.50>
- Chotimah, U., Hiltrimartin, C., & Karunia, R. R. (2025). *Evaluation of Pancasila Student Profile Strengthening in Junior High Schools Using the CIPP Model*. 17, 1411–1423. <https://doi.org/10.35445/alishlah.v17i1.6259>
- Fadhilah, M. N., Fawaid, A., Aflahah, A., Sutrisno, T., Sufiyanto, M. I., Zahrah, F., Lestari, L., Fausi, M., & Nada, Z. Q. (2023). Pendampingan Proyek Penguatan Profil Pelajar Pancasila (P5) Dalam Membangun Karakter Peserta Didik Berbasis Profetik Di Sdn Bugih 5 Pamekasan. *EJOIN: Jurnal Pengabdian Masyarakat*, 1(7), 632–642. <https://doi.org/10.55681/ejoin.v1i7.1156>
- Farhana, G., & Cholimah, N. (2024). Proyek Penguatan Profil Pelajar Pancasila sebagai Upaya Peningkatan Karakter Anak Usia Dini. *Jurnal Obsesi: Jurnal Pendidikan Anak Usia Dini*, 8(1), 137–148. <https://doi.org/10.31004/obsesi.v8i1.5370>
- Hijran, M., & Fauzi, P. (2023). Proyek Profil Pelajar Pancasila terhadap Karakter Pribadi Siswa di Kota Pangkalpinang. *Jurnal Kewarganegaraan*, 7(1), 796–804.
- Indriani, S. S., Lestari, R. Y., & Juwandi, R. (2023). Implementasi Proyek Penguatan Profil Pelajar Pancasila dalam Membentuk Profil Peserta Didik sebagai Pelajar Pancasila di SMP Negeri 1 Kota Serang. *Equilibrium: Jurnal Pendidikan*, 11(3), 397–405. <https://doi.org/10.26618/equilibrium.v11i3.11360>
- Irawati, D., Iqbal, A. M., Hasanah, A., & Arifin, B. S. (2022). Profil Pelajar Pancasila Sebagai Upaya Mewujudkan Karakter Bangsa.

- Edumaspul: Jurnal Pendidikan*, 6(1), 1224–1238.
<https://doi.org/10.33487/edumaspul.v6i1.3622>
- Kemendikbud. (2024). Kurikulum Pada Pendidikan Anak Usia Dini, Jenjang Pendidikan Dasar, Dan Jenjang Pendidikan Menengah. *Permendikbud Ristek Nomor 12 Tahun 2024*, 1–26.
- Lestari, D. (2024). *EFEKTIVITAS PROYEK PENGUATAN PROFIL PELAJAR PANCASILA (P5)*. 272–278.
- Lilihata, S., Rutumalessy, S., Burnama, N., Palopo, S. I., & Onaola, A. (2023). Penguatan Profil Pelajar Pancasila Dimensi Kreatif dan Bernalar Kritis Pada Era Digital. *Jurnal Pendidikan DIDAXEI*, 4(1), 511–523. <https://e-journal.iaknambon.ac.id/index.php/DX/article/view/756/331>
- Mavela, M., & Satria, A. P. (2023). Nilai Karakter Kreatif Peserta Didik Dalam P5 Pada Peserta Didik Kelas IV Tema Kewirausahaan SDN 2 Pandean. *JUPEIS : Jurnal Pendidikan Dan Ilmu Sosial*, 2(3), 152–158. <https://doi.org/10.57218/jupeis.vol2.is3.776>
- Mulyati. (2019). Upaya Meningkatkan Kreativitas Belajar Siswa Melalui Metode Students' Team Achievement Division (STAD). *Jurnal Agama Buddha Dan Ilmu Pengetahuan*, 6(1), 23–39.
- Nurdyansyah, F., Muflihati, I., Muliani Dwi Ujianti, R., Novita, M., Kusumo, H., . M., & Charles Ryan, J. (2022). Indonesian Character Building Strategy: Planning the Pancasila Student Profile Strengthening Project in Kurikulum Merdeka. *KnE Social Sciences*, 2022(1), 362–369. <https://doi.org/10.18502/kss.v7i19.12456>
- Pransista, N., Radhiatun Mardhia, A., Wahyurini, E., Asvio, N., Fatmawati, U., & Bengkulu, S. (2024). Penguatan Profil Pelajar Pancasila dalam Mengembangkan Kreativitas Peserta Didik di SDIT Ummu Fathimah Kota Bengkulu. *Jurnal Pendidik Tematik*, 5(1), 109–115.
- Randi, & Munawaroh, A. (2023). Implementasi P5 (Projek Penguatan Profil Pelajar Pancasila) Dalam Kurikulum Merdeka Terhadap Karakter Kreatif Peserta Didik Kelas Iv Sd It Iqra 2 Kota Bengkulu. *JEEL (Journal of Elementary Education and Literacy)*, 01(01), 19.
- Rizky Satria, P. A., Sekar, W. K., & Harjatanaya, T. Y. (2022). Projek Penguatan. *Projek Penguatan Profil Pelajar Pancasila*, 138.
- Situmorang, S. M. S., Rustaman, N. Y., & Purwianingsih, W. (2020). Identifikasi Kreativitas Siswa SMA dalam Pembelajaran Levels of inquiry pada materi Sistem Pernapasan melalui Asesmen Kinerja. *Didaktika Biologi: Jurnal Penelitian Pendidikan Biologi*, 4(1), 35–43.